

# Trainer's Guide

## Module 2.4

### Communication needs and importance



**Presenter's name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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# 1. Introduction

This section presents the notions of communication and communication functions. It is the fourth chapter in module 2 (Communication needs and importance):

**Chapter 1:** Communication and communicative functions

**Chapter 2:** Communication partners and their roles

**Chapter 3:** Impact of IDD on communicative functions - Support needs

**Chapter 4: What is inclusive communication**

**Chapter 5:** Support decision making

# 2. Materials needed

The slides for this presentation (COM-IN\_PR3\_2\_4\_What is inclusive communication.pptx).

A projector.

### 3. Slides and trainer's notes

Content:

Slide nº: 2 Estimated time:



**Module 2. Communication needs and importance**

**Chapter 1:** Communication and communicative functions  
**Chapter 2:** Communication partners and their roles  
**Chapter 3:** Impact of IDD on communicative functions - Support needs  
**Chapter 4: What is inclusive communication**  
**Chapter 5:** Support decision making

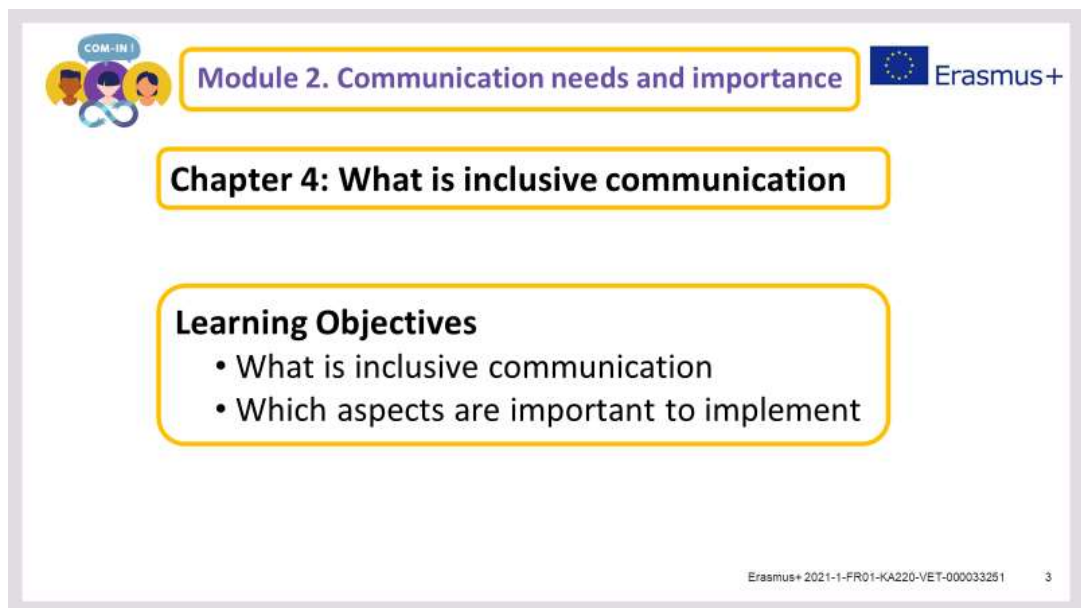
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#### SLIDE CONTENT

Module 2 Chapter 4 (What is inclusive communication)  
Module 2's content

#### NOTES

**Slide nº: 3 Estimated time:**



**Module 2. Communication needs and importance**

**Chapter 4: What is inclusive communication**

**Learning Objectives**

- What is inclusive communication
- Which aspects are important to implement

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## **SLIDE CONTENT**

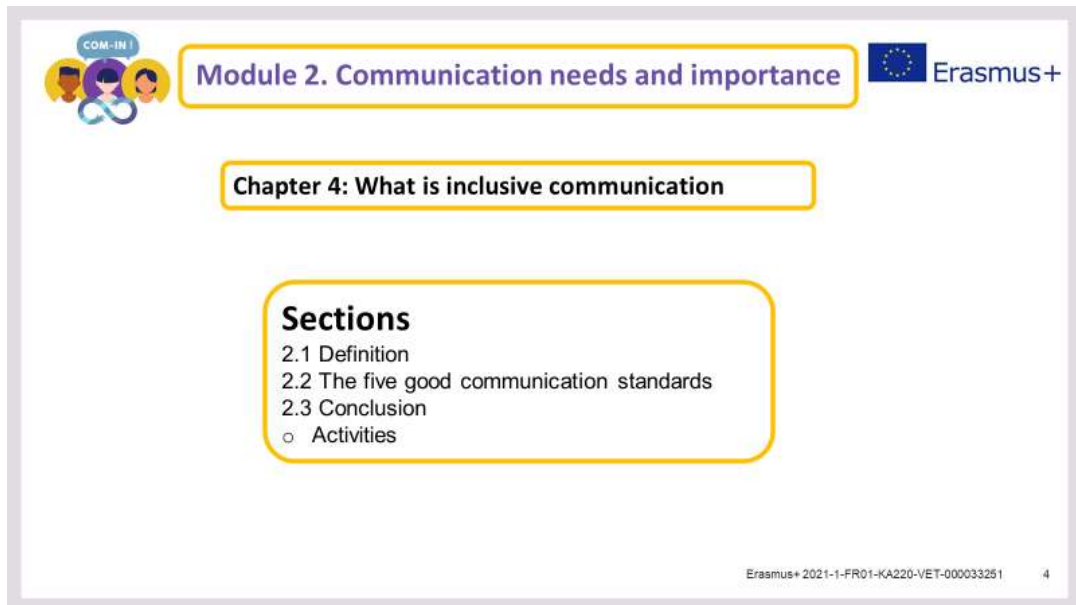
Module 2 Chapter 4 (What is inclusive communication)

Learning objectives

In this section, you will learn what is inclusive communication, which aspects are important to implement inclusive communication

## **NOTES**

**Slide nº: 4      Estimated time:**



The slide content is as follows:

- Module 2. Communication needs and importance**
- Chapter 4: What is inclusive communication**
- Sections**
  - 2.1 Definition
  - 2.2 The five good communication standards
  - 2.3 Conclusion
    - o Activities

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## **SLIDE CONTENT**

Module 2 Chapter 4 (What is inclusive communication)  
Overview of the chapter

## **NOTES**

Slide nº: 5 Estimated time:

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Module 2. Communication needs and importance

Chapter 4: What is inclusive communication

4.1 Definition

Individual impairment

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Social barriers

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Communication disability

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## SLIDE CONTENT

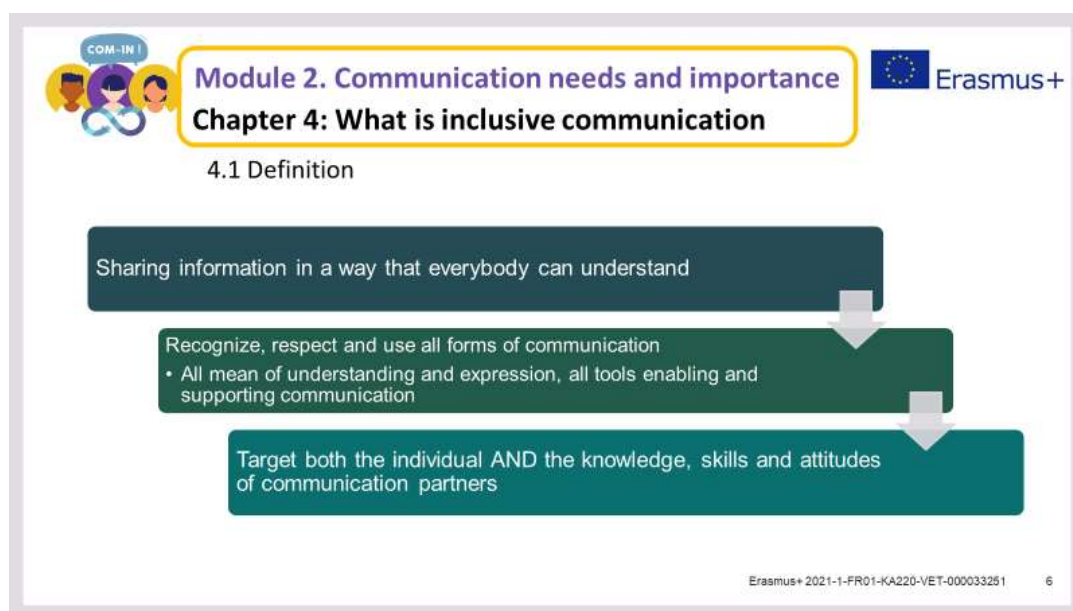
Module 2 Chapter 4 (What is inclusive communication)

Considering a communication disability from a social perspective it can be thought that, as any form of disability, it is formed and established not so much from the individual impairment per se, but rather from different levels of social barriers (Walmsley, 2001).

It follows that overcoming any such barriers is essential for the improvement of the quality of life of the people with any communication needs. To this end, the concept of inclusive communication is useful as its ultimate goal is to decrease any communication barriers.

## NOTES

Slide nº: 6 Estimated time:



**Module 2. Communication needs and importance**  
**Chapter 4: What is inclusive communication**

4.1 Definition

Sharing information in a way that everybody can understand

Recognize, respect and use all forms of communication

- All mean of understanding and expression, all tools enabling and supporting communication

Target both the individual AND the knowledge, skills and attitudes of communication partners

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## SLIDE CONTENT

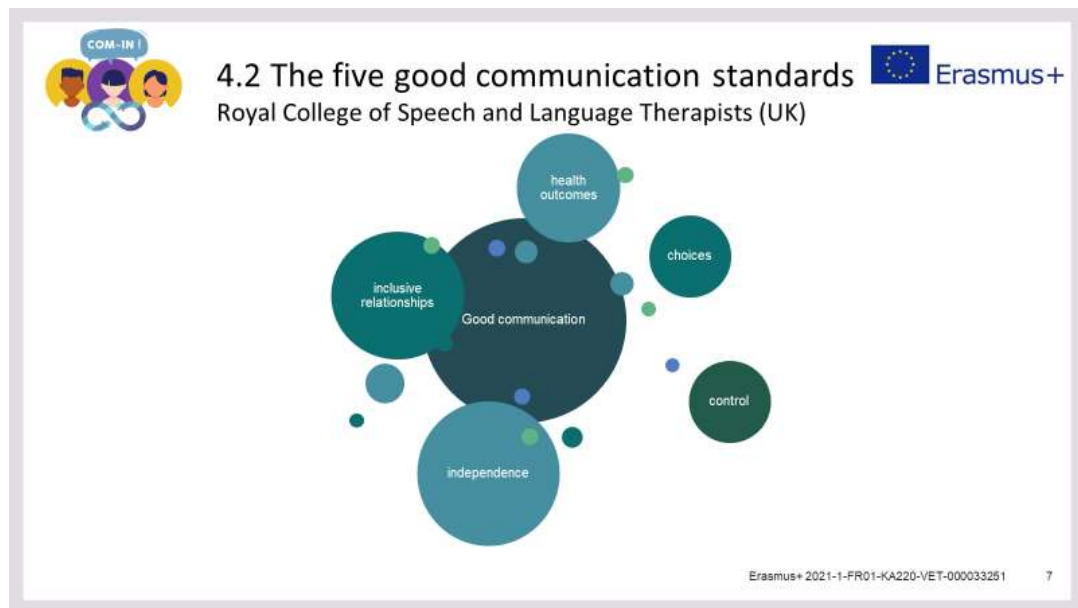
Module 2 Chapter 4 (What is inclusive communication)

Inclusive communication means sharing information in a way that everybody can understand. Inclusive Communication recognizes, respects, and uses all forms of communication. Encourages, supports, and enables people in all circumstances, to use whatever ways of understanding and expressing themselves which they find easiest. Inclusive communication embraces all mean of understanding and expression and all tools which enable and support communication, including AAC. It is important to stress that here the focus is not only on developing resources and strategies for the individual concerned but also targeting the knowledge, skills, and attitudes of the communication partners regarding communication inclusion.

## NOTES



**Slide nº: 7      Estimated time:**



## **SLIDE CONTENT**

Module 2 Chapter    Module 2 Chapter 4 (What is inclusive communication)


The five good communication standards

Good communication enables inclusive relationships, supporting individuals to have choice, control, greater independence, and improved health outcomes. Sustainable improvements in communication can only be achieved through a ‘whole systems approach’.

In the United Kingdom, the Royal College of Speech and Language Therapists (RCSLT) recommend five good practice standards to meet the speech, language and communication needs of individuals. These standards provide a practical framework by which families, carers, friends, professionals, and commissioners can know if a service has made reasonable adjustments to their communication practice. Each standard is clearly defined in terms of what the standard is, what good looks like and how others will know it has been achieved.

## **NOTES**

**Slide nº: 8      Estimated time:**



**4.2 The five good communication standards**  
Royal College of Speech and Language Therapists (UK)

- 1 There is a detailed description of how best to communicate with individuals
- 2 Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services
- 3 Staff value and use competently the best approaches to communication with each individual
- 4 Services create opportunities, relationships and environments that make individuals want to communicate
- 5 Individuals are supported to understand and express their needs in relation to their health and wellbeing

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**SLIDE CONTENT**

Module 2 Chapter Module 2 Chapter 4 (What is inclusive communication)

In the United Kingdom, the Royal College of Speech and Language Therapists (RCSLT) recommend five good practice standards to meet the speech, language and communication needs of individuals. These standards provide a practical framework by which families, carers, friends, professionals, and commissioners can know if a service has made reasonable adjustments to their communication practice. Each standard is clearly defined in terms of what the standard is, what good looks like and how others will know it has been achieved.

**Standard 1:** *There is a detailed description of how best to communicate with individuals.*

Everyone understands and values an individual's speech, language, and communication needs. Individuals are supported and involved, together with the people who know them best, to develop a rich description of the best ways to interact together. This description is agreed, active, regularly updated and readily available. This description may be referred to as a communication passport, guideline, or profile. It includes the best ways of supporting understanding and expression, promoting interaction and involvement and describes 'how to be with someone.'

**Standard 2:** *Services demonstrate how they support individuals with communication needs to be involved with decisions about their care and their services.*

Service providers recognize that people understand and express themselves in different ways. For individuals this means getting information and expressing themselves in ways that meet their needs. Inclusive Communication is an approach that seeks to 'create a supportive and effective communication environment, using every available means of communication to understand and be understood'. For services to demonstrate inclusion

and involvement innovative and creative solutions to understanding the views of individuals are often required.

**Standard 3:** *Staff value and use competently the best approaches to communication with each individual Staff recognize communication difficulties.*

They understand that they need to change their communication style to support the service user and have the knowledge and skills to adapt their communication levels, styles and methods. Staff are aware of factors that impact on communication, especially hearing, sight and sensory integration. Staff know that how they are, what they think and how they say things matters. Staff understand how good communication underpins informed consent and capacity.

**Standard 4:** *Services create opportunities, relationships and environments that make individuals want to communicate.*

An understanding, welcoming and socially rich environment is fundamental to relationships for all individuals, and particularly people with communication needs. Relationships are central to wellbeing. Getting the communication environment right contributes to enabling people to live valuable and meaningful lives. It is the quality of interaction that contributes to overall emotional and mental wellbeing, providing a sense of belonging, involvement, and inclusion. Interaction may not necessarily involve speech. Interaction is a way of 'being' with another person, making meaningful contact with those who are hard to reach or easy to ignore.

**Standard 5:** *Individuals are supported to understand and express their needs in relation to their health and wellbeing*

People with learning disabilities face avoidable health inequalities. Limited communication and health literacy reduces capacity to convey health needs effectively. It is essential to consider communication needs to support individuals with their health. Arriving at a diagnosis can prove difficult if a person cannot describe signs and symptoms easily, or their behaviour is misunderstood and misconstrued. Staff need to be aware of how individuals communicate about their health and how they show that they are in pain. This includes considering ill health as a cause for changes in behaviour. Knowing how much a person can understand is also essential in deciding about their capacity to have health treatment.

## NOTES

Slide nº: 9 Estimated time:

**Module 2. Communication needs and importance**  
**Chapter 4: What is inclusive communication**

Help to avoid discrimination

Help to achieve successful outcomes for individuals

Reduce Inequality and social isolation

Increase social participation and promote human rights

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## SLIDE CONTENT

Module 2 Chapter 4 (What is inclusive communication)


Consequently, we observe that inclusive communication reduces inequality and social isolation. It promotes human rights and helps public authorities avoid discrimination. Inclusive communication makes services more accessible for everyone. It will help to achieve successful outcomes for individuals and the wider community. It enables people to live more independently and to participate in public life.

## NOTES

## Slide nº: 10 Estimated time:



**Module 2. Communication needs and importance**  
**Chapter 4: What is inclusive communication**



### Activities

#1

Max is a tall, broad, thirty-year-old man. He has a moderate intellectual disability with significant autistic features. These features are verbal and behavioural, for example, with unfamiliar people Max cannot make eye contact and will repeat words and sentence to himself as a soothing mechanism. He loves music, which is one of the things that helps him feel good. He would like to play the drums. His parents have enrolled him in a group drumming lesson, attended by children aged around ten. During the class, the children found Max different to them, but also found him to be nice and kind. However, when some parents discovered Max in the class, they were surprised and thought it inappropriate for an adult with an intellectual disability to attend the same class as their children. They complained to the music teacher and threatened to withdraw their children from the class if Max continued to attend. The teacher's only solution was to ask Max's parents to find another class elsewhere.

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## SLIDE CONTENT

Module 2 Chapter 4 (What is inclusive communication)

### Activity #1

*Which difficulties do you identify in this situation ?*

The difficulties are here mainly related to environment and to the lack of information concerning the situation and Max's features. The parents want Max to leave the course because they are surprised and are afraid of such an adult's potential behavior with their children.

Can you think that any information should be given before Max's arrival to the class? If so, what kind of information should have been given?

Different kinds of information should be given:

The teacher should inform the children's parents of Max's arrival in the course, he could explain the situation, propose a discussion with Max's parents,

Max's parents should give information concerning their son's characteristics,

The children's parents could be given an opportunity to meet Max and their parents. This meeting should take place in a caring environment so that every people could be reassured.

*Who should receive this information ?*

The information should be given to the teacher, to the children's parents but also to the children.

Conclusion:

It was a problem of communication between adults and a lack of preparation, and also a problem of stigma.

The different standards of communication are involved here:

**Standard 1:** from the information given by Max's parents, the teacher, the children and their parents could be aware of the way to communicate with Max, to understand him and to behave when he feels anxious or stressed.

Max's parents could give the teacher information concerning the best ways to communicate with Max, presenting for example the tools he usually uses (ex: pictograms, signs, pictures...). In relation with stereotypical behaviors, his parents should also present inform the teacher of the words and sentences Max typically produces when he is anxious and which indicate that he feels uncomfortable. They could explain the teacher the best ways to calm him down.

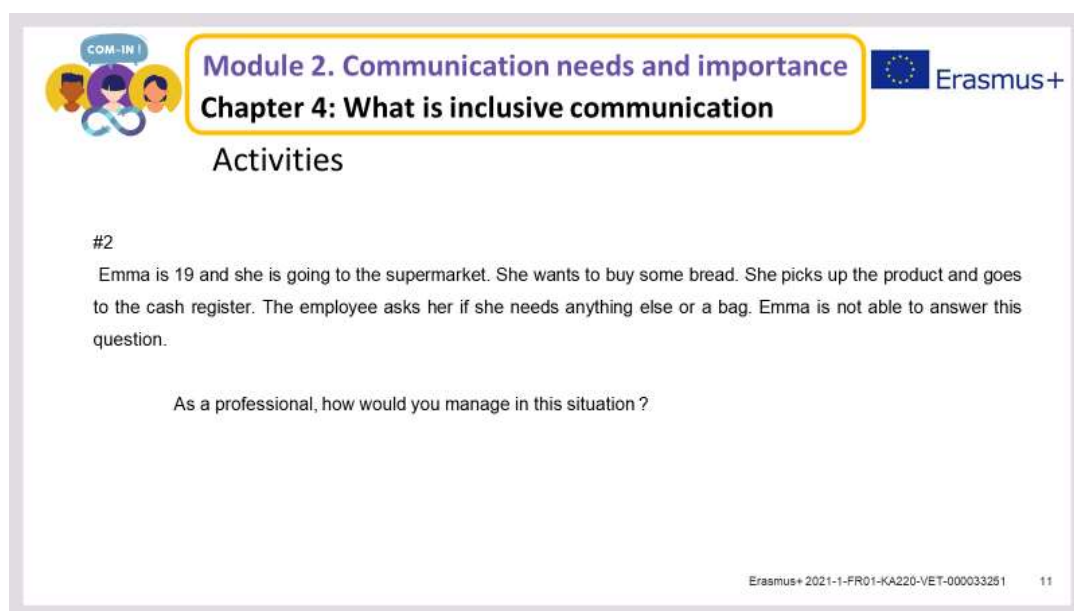
- **Standard 3 & 4 :** From the information given by Max's parents and in collaboration with them, the teacher could create his own pictograms or pictures specific to the field of music helping Max to communicate with others in case of difficulties. He could also encourage everybody in the course to be careful to Max's features and to adapt their communication (ex: simplify the sentences, speaking slowly...).

**Standard 5:** The different solutions proposed to support Max inclusion in the music course will allow to satisfy his desire to play music.

This situation was a problem of communication between adults and a lack of preparation, and also a problem of stigma.

## NOTES

**Slide nº: 11      Estimated time:**



**Module 2. Communication needs and importance**  
**Chapter 4: What is inclusive communication**

Activities

#2

Emma is 19 and she is going to the supermarket. She wants to buy some bread. She picks up the product and goes to the cash register. The employee asks her if she needs anything else or a bag. Emma is not able to answer this question.

As a professional, how would you manage in this situation ?

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**SLIDE CONTENT**

Module 2 Chapter 4 (What is inclusive communication)

At this moment, exchange with the trainers.

How would you proceed to prepare Emma for the visit ?

To prepare the visit with Emma is the first step. Before the visit, explain to the beneficiary what to expect, prepare to answer some questions: "You will have to go to the cash register, We will have to communicate with the employee...". The support professional assures that she agrees with the procedure, that she will be comfortable.

How would you proceed to prepare the environment ?

This is second step: to prepare the manager in the shop to the visit of persons with a IDD so that the manager can prepare the employees in the shop, may be adapt the cash registry so that the person with IDD would always go this cash registry which would become an inclusive cash registry. The support professional would talk to the manager about the rights of the persons, how to adapt to improve the communication with the person and their inclusion.

How would you proceed to support Emma during the visit ?

As a the third step, the support professional helps Emma directly in the shop, to help her in relation with the real communicative situation:



1. If the cashier spoke softly and that's why the beneficiary didn't answer, the supporter should encourage the beneficiary to ask the cashier to repeat the question
2. If the beneficiary didn't answer because he didn't understand, again the supporter should encourage the beneficiary to ask for some explanation
3. If the employee speaks to the supporter instead of speaking to the person with IDD, the supporter should redirect the employee toward the person with IDD.

Conclusion:

The supporter has a double role:

1) to train Emma to be able to answer questions that she might not understand, and 2) explain to the managers and employees in the shops that they should adapt their communication style and the environment, and accept non verbal communication. At the end of the process, after several visits, the professional supporter becomes unnecessary.

Thus the support professional defines a plan to support communication in the person with IDD and then follows up.

This situations involves different standards of communication:

Standard 3 because the support professional develops the best approaches to communication to support the person with IDD


Standard 4 because the support professional advocates for the person with IDD, defending their rights, leading people in the shop to adjust the communication style. Thus the support professional creates opportunities, relationships and environments that make individuals want to communicate.

Standard 5 because the person with IDD, Emma, is brought to achieve her needs, buying some bread. Thus, it is a way to express the person with IDD needs in relation to wellbeing.


## NOTES



Slide nº: 12 Estimated time:



**Module 2. Communication needs and importance**  
**Chapter 4: What is inclusive communication**



**Activities**

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How would you proceed to prepare Emma for the visit ?  
How would you proceed to prepare the environment ?  
How would you proceed to support Emma during the visit ?

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## SLIDE CONTENT

Module 2 Chapter 4 (What is inclusive communication)

### **How would you proceed to prepare Emma for the visit ?**

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## NOTES

